

E B ELLINGTON ELEMENTARY

5600 Ellington School Road
Ravenel, South Carolina 29470

GRADES PK-6 Elementary School

ENROLLMENT 315 Students

PRINCIPAL Karen M. Hollinshead-Brown 843-889-9411

SUPERINTENDENT Dr. Maria Goodloe 843-937-6319

BOARD CHAIR Mr. Gregg Meyers 843-720-8714

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	9	48	47	3

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 10 out of 15 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

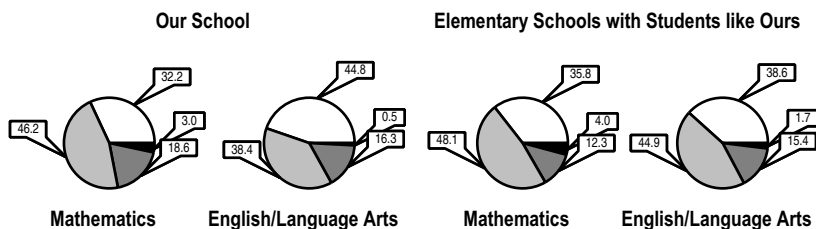
FOR MORE INFORMATION, VISIT WEBSITES AT:




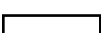
WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Excellent	N/A
2002	Below Average	Unsatisfactory	N/A
2003	Average	Below Average	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	27	41	30
Percent satisfied with learning environment	77.8%	90.0%	92.6%
Percent satisfied with social and physical environment	74.1%	78.9%	93.3%
Percent satisfied with home-school relations	23.1%	78.0%	96.6%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	214	100.0	44.8	38.4	16.3	0.5	16.7	17.6
Gender								
Male	121	100.0	49.6	40.7	9.7	N/A	9.7	17.6
Female	93	100.0	38.9	35.6	24.4	1.1	25.6	17.6
Racial/Ethnic Group								
White	27	100.0	37.5	33.3	29.2	N/A	29.2	17.6
African-American	176	100.0	47.1	38.4	14.0	0.6	14.5	17.6
Asian/Pacific Islander	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	8	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	173	100.0	40.0	39.4	20.0	0.6	20.6	17.6
Disabled	41	100.0	65.8	34.2	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	214	100.0	44.8	38.4	16.3	0.5	16.7	17.6
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	213	100.0	45.0	38.6	15.8	0.5	16.3	17.6
Socio-Economic Status								
Subsidized meals	195	100.0	47.8	38.2	13.4	0.5	14.0	17.6
Full-pay meals	19	100.0	11.8	41.2	47.1	N/A	47.1	17.6

Mathematics								
All students	214	98.1	32.2	46.2	18.6	3.0	21.6	15.5
Gender								
Male	121	97.5	33.6	47.3	15.5	3.6	19.1	15.5
Female	93	98.9	30.3	44.9	22.5	2.2	24.7	15.5
Racial/Ethnic Group								
White	27	100.0	29.2	50.0	16.7	4.2	20.8	15.5
African-American	176	97.7	33.3	44.6	19.0	3.0	22.0	15.5
Asian/Pacific Islander	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	8	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	173	100.0	28.5	46.7	21.8	3.0	24.8	15.5
Disabled	41	90.2	50.0	44.1	2.9	2.9	5.9	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	214	98.1	32.2	46.2	18.6	3.0	21.6	15.5
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	213	98.1	32.3	46.0	18.7	3.0	21.7	15.5
Socio-Economic Status								
Subsidized meals	195	97.9	33.5	46.7	17.0	2.7	19.8	15.5
Full-pay meals	19	100.0	17.6	41.2	35.3	5.9	41.2	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
-----	----------------	-----	---------------	-----	--------------	-----	---------------------

PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	50	N/A	40.8	40.8	18.4	N/A	18.4
	Grade 4	65	N/A	35.5	48.4	16.1	N/A	16.1
	Grade 5	55	N/A	49.0	45.1	5.9	N/A	5.9
	Grade 6	41	N/A	34.2	55.3	10.5	N/A	10.5
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	54	100.0	30.8	42.3	25.0	1.9	26.9
	Grade 4	51	100.0	38.8	42.9	18.4	N/A	18.4
	Grade 5	57	100.0	61.1	27.8	11.1	N/A	11.1
	Grade 6	52	100.0	47.9	41.7	10.4	N/A	10.4
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	50	N/A	48.0	32.0	12.0	8.0	20.0
	Grade 4	65	N/A	27.9	41.0	23.0	8.2	31.1
	Grade 5	55	N/A	39.6	43.4	17.0	N/A	17.0
	Grade 6	41	N/A	25.0	58.3	16.7	N/A	16.7
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	54	100.0	34.6	38.5	23.1	3.8	26.9
	Grade 4	51	96.1	31.9	48.9	12.8	6.4	19.1
	Grade 5	57	100.0	38.9	50.0	9.3	1.9	11.1
	Grade 6	52	96.2	21.7	47.8	30.4	N/A	30.4
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 315)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	0.3%	Down from 7.7%	2.6%	2.4%
Attendance rate	94.3%	Down from 95.2%	95.5%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	3.6%	Up from 1.3%	5.2%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	9.7%	Down from 11.9%	8.3%	8.0%
Older than usual for grade	35.6%	Up from 7.4%	2.9%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 26)				
Teachers with advanced degrees	34.6%	Down from 37.0%	46.9%	50.0%
Continuing contract teachers	53.8%	Up from 40.7%	77.8%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	61.8%	Up from 60.4%	79.8%	86.2%
Teacher attendance rate	95.3%	Down from 95.6%	95.1%	95.3%
Average teacher salary	\$35,067	Down 6.2%	\$38,268	\$39,909
Prof. development days/teacher	12.7 days	Up from 9.6 days	13.0 days	11.4 days

School				
Principal's years at school	10.0	Up from 9.0	3.0	4.0
Student-teacher ratio	16.5 to 1	Down from 17.1 to 1	17.1 to 1	18.9 to 1
Prime instructional time	89.1%	Down from 90.3%	88.6%	89.7%
Dollars spent per pupil*	\$5,626	Up 9.7%	\$6,769	\$5,892
Percent spent on teacher salaries*	63.0%	Down from 67.7%	63.6%	66.6%
Opportunities in the arts	Good	Up from Fair	Good	Good
Parents attending conferences	78.6%	Up from 68.0%	99.0%	99.0%
SACS accreditation	no	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

With the valuable assistance from my staff and the School Improvement Council, this report has been developed to share with you our challenges and our successes.

To address our concerns in the area of reading, we will continue to implement Pat Cunningham's Four Blocks Instructional Model and provide trade books for all students in order to help build home libraries and promote reading. We will also continue to utilize the Accelerated Reader Program, Reading Soul Mates, and home reading programs as school wide initiatives for our students. In order to show gains in math, our teachers received continuous training in the new math series by Houghton-Mifflin and Glencoe, which aligns the state standards to our curriculum. To help our students improve in their writing skills, all teachers received training in the Write Traits Model, which is implemented across the curriculum. We are confident that our students will continue to show gains on PACT because of the instructional focus and our rigorous staff development opportunities that are conducted throughout the year.

We are encouraged by parental support. We ask that you continue to encourage your child to do his or her best. Please support us by making sure homework is completed and returned, students come to school with the proper supplies, and you have discussed with your children what they did in school. Read to your child daily and let your child read to you. It will make a difference. It takes all of us working together to make a difference in your child's education. Call or come by to see us in action. Our doors are always open and you are always welcome.

Karen M. Hollinshead-Brown
Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.